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ABSTRACT

Both observations and studies of speech education in Nebraska secondary schools revealed an inadequacy in speech curricula and many poorly prepared teachers. In order to assess the status of speech education, in-depth questionnaires were sent to teachers of speech in metropolitan Omaha, with shorter questionnaires being sent to speech teachers throughout the state. Of the 204 in-depth questionnaires, 60 were returned and 47 provided usable data, while 188 of the 300 shorter questionnaires were returned. Analysis of data showed that in Omaha approximately 62 percent and outside Omaha approximately 40 percent of those teaching speech, oral English, drama, or debate were certified in speech. The most frequently taught course was speech fundamentals. Most schools do not require a speech course, although 60 percent offer some kind of speech program. Recommendations include the certification of all speech teachers, separate speech courses, a coordinated speech curriculum, inservice training of speech teachers, and administrative support of speech programs. (Tables of findings and appendixes with questionnaire information are provided.) (JM)

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A SURVEY OF SPEECH TEACHERS AND COURSES IN NEBRASKA SECONDARY SCHOOLS WITH A FOCUS ON METROPOLITAN OMAHA

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Department of Secondary Education

June 30, 1971

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The writer wishes to acknowledge the help of the Research Committee of the Faculty Senate of the University of Nebraska at Omaha which funded this study.

Thanks also are due the teachers who took the time to complete the questionnaires which supplied the data. Hopefully, this information will be used by the Nebraska Speech Association, by UNO faculty involved in speech education and by school personnel to make the needed improvements in the quality of speech education in Nebraska.

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PREFACE

In this country, departments of speech are growing in most universities as the numbers of speech majors increase and as basic speech courses continue to be required for larger numbers of college students.

As human communication is studied with all its complexities, the course of study for graduate speech programs has become more rigorous and demanding. The graduate student who initially intended to do graduate work in order to return to or begin teaching in secondary schools, often becomes enamoured with the scholarly aspects of the discipline or the chance to experiment in teaching and pursues his career in an institution of higher learning. This problem, along with lack of administrative support and community misunderstanding of the nature of speech education, has left wide gaps between those concepts long ago accepted in college speech programs as vital to effective human communication and the shallow, often outdated speech concepts taught in the secondary schools.

The realization that meaningful speech communication education must start early in life, probably in preschool, has started a new furor among educators concerning speech education in the elementary and secondary schools. Recent conferences such as the 1970 Summer Conference of the Speech Communication Association and publications such as the December 1970 issue of the Bulletin of the National Association of Secondary School Principals have focused primarily on these problems.

William D. Brooks reported in an article entitled "The Status of Speech in the Secondary Schools: A Summary of State Studies," (The

Speech Teacher, November, 1969, pp. 276-281):

> In summary, the status of high school speech in American is improved over what it was ten, twenty and thirty years ago. Specifically, the number of schools offering speech as a separate credit course has increased from a very few in the thirties to eighty or ninety percent in most states at this time; the number of schools requiring a speech course for graduation varies by state from six per cent to sixty per cent with the most common percentage being fifteen to twenty-five; and a significant number of large high schools in most states offer three, four, or more credit courses in the field of speech. . . . Despite the fact that a high percentage of American high schools offer speech, yet a large majority of high school students receive little or no speech training. Moreover, some important speech objectives of particular relevance to societal needs of today are absent from the typical course. As teacher training programs in speech education are up-dated and made relevant, high school speech courses will reflect the needed changes in objectives and content.

In recognition of the need for quality speech education that rests on quality education for the secondary school speech teacher, the Speech Communication Association adopted the following resolution at its annual convention in Chicago, December, 1968. The resolution called upon the Association to adopt and promote these standards effective September 1, 1972:

I. The teacher of speech courses in the secondary school shall:
   A. Have a speech major, and
   B. Complete a master's degree in speech within the first five years of teaching.
   C. Be certified to teach only those courses in which he has had academic preparation.

II. The director of speech activities in the secondary schools shall:
   A. Have at least a minor in speech, and
   B. Be certified to direct only those activities in which he has had academic preparation and practical experience.

The study which follows is one small attempt to assess the current needs of teachers responsible for speech education in the secondary schools of Nebraska. Hopefully, these teachers, the Nebraska universities and colleges, school administrators and parents will cooperate to make our State one of those which is responsive to SCA's call for action in 1972.

[illegible]
June 1971

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I

INTRODUCTION

In 1969, observations of speech education in the secondary schools of Nebraska, through student teachers and those attending meetings of the Nebraska Speech Association, suggested a wide diversity in the quality of speech curricula and in teacher qualifications. Previous studies by Healy[1] and Hunter[2] supported the view that a great deal of the speech teaching was inadequate in the secondary schools of Nebraska, and that teachers were usually poorly prepared in the various areas of speech. To make matters worse, the status of speech education established by the Hunter study in 1962 showed virtually no change in the status of speech education from that established by the Healy study in 1949 with respect to:

1. Availability of Speech Courses: In 1962, only 45% of Nebraska schools offered speech courses with only 13.3% requiring a speech course. Eighty-five percent of the courses were offered in the twelfth grade; most of these were fundamentals, followed by dramatics courses in 8.6% of the schools and debate (mostly co-curricular) in 10.6% of the schools.

2. Position of Speech in the Curriculum: Hunter found that 79% of the speech offerings were taught in courses other than speech, notably

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[1]Healy, John, The Status of Speech Education in Nebraska, unpublished M. A. thesis, University of Nebraska at Lincoln, 1949.

[2]Hunter, Frank, A Survey of Speech Education in the Secondary Schools of Nebraska, unpublished M. A. thesis, University of Nebraska at Lincoln, 1962.

in English (73.8%) followed by social studies (13.3%). Two-thirds of those schools teaching speech in another course reported that fewer than ten days a semester were spent on speech instruction. Also most of the speech was offered in grades 11-12, rather than the formative years of grades 9-10, and to students who needed it least.

3. Co-curricular Speech Programs: Virtually all schools surveyed offered dramatics, but only 10.6% offered a debate program, and about one-fourth offered speech therapy to students with speech and hearing problems (and then mainly to students with very severe problems).

4. Teacher Qualifications: Only one-third of the teachers in the Hunter study reported having a major or minor in speech with only 22% reporting a speech major. About 30% indicated that they had participated in no co-curricular speech activities while in college.

In addition, the courses taught in Nebraska, as was revealed in the Hunter study, had little emphasis on discussion or any of the newer and more relevant approaches to teaching interpersonal communication. Contests, festivals, and declamatory speeches were popular forms of co-curricular activities.

The concern for the lack of up-to-date speech programs in Nebraska secondary schools was voiced at the 1969 conference of the Nebraska Speech Association. Due to this concern, a committee was charged with studying in greater detail the specific preparation of teachers of speech and drama and aspects of speech curriculum in the secondary schools, and with making specific recommendations to the State Department of Education concerning teacher requirements and curriculum changes. The greatest concern was for the State requirement which made it possible for someone to teach speech having taken only six college speech credits.

As a member of the foregoing committee and as a supervisor of student teachers in speech at the University of Nebraska at Omaha, the writer was surprised to discover that graduates certified in speech education were unable to find positions teaching speech, while others having only six speech credits were retained in this subject area. Another related problem grew out of the need to place student teachers with qualified cooperating teachers in the public schools. It was not clear which teachers had up-to-date preparation in the area of speech and could adequately supervise students having majors or minors in speech.

Thus the present study initially grew out of the writer's specific committee assignment to study the status of speech education and teacher preparation in metropolitan Omaha and the need for guidance in placing student teachers in adequate public school speech programs. However, after a report to the Nebraska Speech Association on the preliminary results on the portion of this study done in Omaha, committee members requested that a shortened version of the questionnaire used be sent to teachers throughout the State of Nebraska. Thus data are reported in this study which point to problems of curriculum and teacher qualifications throughout the State, along with data which represent an in-depth study of teacher preparation and curriculum content in metropolitan Omaha.

Purpose of the Study

The original study sought answers to the following questions:

1. To what extent are courses in speech fundamentals, oral English (a common term used in Nebraska to designate English courses meant to emphasize speaking activities), drama and debate being taught in metropolitan Omaha? What are the characteristics of these courses with regard to:

a. Average enrollment?

b. Hours per week devoted to the course?

c. Whether course is required or an elective?

d. Concepts emphasized in the course?

e. Activities emphasized in the course?

2. What are the academic backgrounds and speech-related experiences of those teaching speech fundamentals, oral English, drama and debate (herein referred to as speech-related courses) with respect to:

a. Number of undergraduate and graduate course credits in speech and drama?

b. The areas in which course credits in speech and drama were taken?

c. The highest academic degree completed and in progress?

d. The institution granting the degree?

e. The time period in which most of the course work in speech and drama was taken?

f. The number of speech institutes and in-service teacher training programs taken?

g. The major and minor teaching fields in which they are certified?

h. Extra-curricular speech-related activities in which they participated in college?

i. Membership in speech and drama organizations at the national, regional, and state levels?

3. What are the perceptions of speech teachers in metropolitan Omaha of:

a. The need for speech education programs for teachers?

b. The need for an Omaha Speech Association?

c. The department in which speech should be administered in the secondary schools?

d. The issue of whether (and when) to require speech of all students or to have it be an elective course in the junior and senior high schools?

e. The deficiencies, if any, noted in student teachers of speech?

f. The problems in teaching speech-related courses?

g. Procedures that could be implemented to improve speech education?

4. What are the perceptions of principals, English department heads and public school administrators toward the possibility of re-structuring the speech curriculum and toward strengthening the qualifications of those teaching speech?

Since permission to do the study was denied by the Omaha Board of Education (see letter, Appendix E, p. 61), the fourth purpose listed above, which would have required interviewing through the cooperation of the school system, was deleted from the study. Without the sanction of the school system, it was not even possible to get all administrators to cooperate in filling out a questionnaire to study administrative viewpoints toward speech education.

For those teachers of speech-related courses in schools other than metropolitan Omaha, the content of courses was not of great interest; the focus remained on the qualifications and background of those teaching speech-related courses. The purpose of the outstate survey was to answer

the following questions:

1. To what extent are courses in speech fundamentals, oral English, drama and debate being taught outside of metropolitan Omaha in the secondary schools of Nebraska?
2. What are the academic backgrounds and speech-related experiences of those teaching speech-related courses with respect to:
   a. Number of undergraduate and graduate course credits in speech and drama?
   b. The areas in which course credits in speech and drama were taken?
   c. The highest academic degree completed and in progress?
   d. The time period in which most of the course work in speech and drama was taken?
   e. The major and minor teaching fields in which they are certified?
   f. Extra-curricular speech-related activities in which they participated in college?
   g. Membership in speech and drama organizations at the national, regional, and state levels?
3. What are the perceptions of teachers of speech-related courses concerning procedures that could be implemented to improve speech education in their districts and in the State of Nebraska?

Procedures

The procedures employed to seek answers to the questions in the foregoing section were primarily two survey questionnaires (mail) designed to yield data which could be tabulated by computer (see Appendix B, p. 49). Several open-ended questions were designed for content analysis of responses.

Originally it was thought that interviews would be utilized to seek further data from school administrators, but due to problems explained earlier, this phase of the study was not possible.

The teachers surveyed in the questionnaire for metropolitan Omaha were those supposed to be teaching speech, drama, debate or oral English in the secondary schools of the Omaha Public School District, District 66[1], Bellevue, Millard, Papillion, Elkhorn, Ralston, and the Archdiocese of Omaha.

It was impossible to discover the names of those teaching specifically speech-related courses from the Boards of Education; since, at the time, speech was not listed as a separate subject, but was taught within English departments. Also, since the Omaha Board of Education was not supporting the study, it was not possible to obtain from them an up-to-date list of English teachers from their schools. Thus a list of English teachers in junior and senior high schools was compiled from the Omaha school directory for 1969. In addition, a list of teachers of English was supplied by the Bellevue School System and the two speech teachers at District 66. A list of secondary schools and principals was supplied by the Office of Education of the Archdiocese of Omaha and added to those secondary schools known in Millard, Ralston, Papillion and Elkhorn. In addition, a questionnaire was sent addressed to the Chairman of the English Department at each of the schools listed, except the parochial schools. For the parochial schools, the questionnaire was sent to the principal who was asked to distribute it to the appropriate teacher in his school. In

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[1]Through a clerical error, teachers in District 66 received the shorter questionnaire form for the out-state survey, but data is included with Omaha data where possible.

cases outside of the Omaha district where teachers' names were not known, Chairmen of the English Departments were sent the questionnaires and asked to distribute them to the appropriate teachers.

Thus every effort was made to reach all teachers who were possibly teaching speech-related subjects in the secondary schools of metropolitan Omaha. Using the available sources, a total of 204 questionnaires with a self-addressed return envelope was sent through the mail at the end of the 1969 school year in June to 43 schools in the metropolitan Omaha area. (see Appendix F, p. 62 for list of schools contacted and number of questionnaires sent to each.)

The cover letter explaining the questionnaire (see Appendix A, p. 48) was sent with the letterhead and under the sponsorship of the Nebraska Speech Association, which presumably did not need the Board of Education support. The UNO sponsorship could not be used since the Board of Education had not authorized the study for the university.

Those not teaching speech-related courses were asked in the cover letter to ignore the questionnaire or to send it on to a more appropriate teacher.

An initial return from metropolitan Omaha was 46 questionnaires plus four from respondents who received the short form sent out state. Through follow-up letters and phone calls, another 10 questionnaires were returned by the end of the summer of 1969. Of these 60 responses, 13 had to be discarded, since they were not teaching speech-related courses, but had filled out a portion of the questionnaire anyway. Thus the total of usable questionnaire responses from metropolitan Omaha was 47 (see Appendix F, p.62) for those schools from which responses were utilized.

In order to answer the questions previously listed for those teachers outside of metropolitan Omaha in Nebraska, a shorter questionnaire (see

Appendix D, p.60) of ten questions was devised omitting primarily the specific information concerning courses. For this survey, it was impossible, due to turnover of teachers, to obtain from the State Department of Education an up-to-date list of secondary teachers of speech-related courses. Thus the 1969 Nebraska School Activities Handbook[1] was used to obtain a listing of secondary schools (300) in Nebraska other than those listed in metropolitan Omaha. Questionnaires were addressed to the teacher of speech, drama, and oral English in that school. Two questionnaires were included in each envelope along with a stamped self-addressed envelope to Dr. Barbara Brilhart, and the recipient asked to pass it along to the appropriate person. Presumably the principal would need to make the appropriate decision initially as to whom his teacher of speech, drama, or oral English was.

The one-page compressed version of the Omaha area questionnaire was devised since it was thought by members of the Nebraska Speech Association Committee on Accreditation that a greater number of teachers would respond to it than to the longer questionnaire. A total of 188 of the 300 was received; a response which bore out the thinking of the committee.

It was originally thought that data would be tabulated by computer and cross tabulations run among variables in the Omaha study. However, with so small a response, a small n was produced for each cell when the chi-square test was applied for contingency co-efficients. Collapsing the cells resulted in categories that were not very meaningful for analysis of the data. Computer time at UNO was very scarce at the time; and after initial cross tabulations for some of the questions were obtained, it was

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[1]Nebraska School Activities Handbook 1969, Nebraska School Activities Association, 216 N. 11th Street, Lincoln, Nebraska 68508.

decided that statistical analysis was neither feasible nor necessary. Thus frequencies and percentages are reported for all of the responses in the questionnaires and relationships among variables discussed where they are apparent.

II

RESULTS

Of the 204 questionnaires sent seeking information from speech teachers in metropolitan Omaha, 60 were returned, of which 47 were definitely from those teaching speech-related courses and were, therefore, usable. Thirty-three usable responses in Omaha were from high schools and 14 from junior high schools (see Appendix F,p 52 for list of schools). Many of the outstate schools were combination senior and junior high schools and were not differentiated. Of the 300 shorter questionnaires sent to teachers in Nebraska (other than Omaha), 188 were returned by teachers indicating that they definitely taught speech-related courses. Where questions for the two questionnaires were similar or identical, data are reported together in the sections below.

Teacher Preparation

Questions in both surveys sought information on course credits in speech and drama taken by teachers, degree and major preparation, and speech-related activities participated in while in college. Data will be reported for each of the questions.

1. How many course credits in speech and drama have you had (undergraduate and graduate)?

As seen in Table 1, of the 47 Omaha teachers, 16 or 34% had 12 or fewer undergraduate credits in speech or drama, while 20 or 43% had the 31 or more credits required for most minors or in some institutions a major in speech. Also 10 or 21% had 6 or fewer credits. Of the 188

TABLE 1

COURSE CREDITS IN SPEECH AND DRAMA EARNED BY NEBRASKA TEACHERS OF SPEECH-RELATED COURSES

Credits	Undergraduate			Graduate		
	Omaha (N = 47)	Outstate (N = 188)	Total (N = 235)	Omaha (N = 47)	Outstate (N = 188)	Total (N = 235)
0- 6	10	38	48	12	43	55
7-12	6	18	24	4	16	20
13-18	3	25	28	4	9	13
19-24	2	23	25	1	2	3
25-30	4	27	31	0	5	5
30-35	4	14	18	2	4	6
over 35	16	37	53	4	8	12
did not answer	2	7	9	20	99	119

outstate respondents, 56 or 30% had 12 or fewer undergraduate credits, while 51 or 27% had 30 or more, but 38 or 20% had 6 or fewer credits. Thus of the 235 respondents, 31% or 72 teachers had 12 or fewer speech credits, with 48 or 20% having 6 or fewer credits. Presumably these numbers having 6 or fewer are even greater since 9 did not answer the question. Of the 235, 71 or 30% had 31 or more credits with 53 or 23% having 35 or more credits. Thus of the total, there were only 10% more with enough credits to constitute a speech major or minor than there were of those having few or no credits in speech or drama.

Also seen in Table 1 is the number of graduate credits taken by teachers who responded in the field of speech and drama. Of the 47 Omaha teachers, only 6 or 13% had 30 or more graduate credits, while

12 or 26% had 0-6. Of the 188 outstate teachers, 12 or 6% had 30 or more credits and 43 or 23% had 0-6. Thus of the total of 235 teachers, 55 or 23% had 0-6 graduate speech credits, while 18 or 8% had 30 or more. Of the 235, 119 or 51% did not answer the question, further increasing the probability that the number of respondents having none or few graduate credits in speech and drama is far greater than indicated.

2. In which of the following areas have you taken courses (undergraduate or graduate)?

The list of options given to the Omaha teachers was much more specific and numerous than that given to the outstate teachers (see questionnaires, Appendix B, p. 49). Thus the data are discussed separately and presented in separate tables.[4]

As seen in Table 2, 34 of 43 respondents had a course in speech fundamentals, while 30 had a course in public speaking, indicating that at least 9 of those teaching speech-related courses in metropolitan Omaha had never had a course in either of these areas. Over half had had courses in play production (23) and oral interpretation (28). Over one-third had taken courses in communication theory, debate, directing, history of speech education, persuasion, speech methods, stagecraft and voice and phonetics. Most significant is that of 48 respondents teaching speech related courses, 27 or 64% had never had a course in methods of teaching speech.

On the graduate level, the courses most frequently mentioned in the Omaha area, although there were few who had taken them, were communication theory (6), play production (7), and persuasion (6).

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[4]The data for four Omaha teachers who answered the short questionnaire could not be included here, thus N is reduced to 43.

TABLE 2

AREAS IN WHICH OMAHA RESPONDENTS (N = 43) TOOK UNDERGRADUATE AND GRADUATE SPEECH COURSES

Area	Undergraduate	Graduate
Acting	14	1
Broadcasting	14	2
Choral Speaking	7	2
Communication Theory	15	6
Costuming	9	0
Debate	17	4
Directing for Theatre	19	4
General Semantics	5	1
Group Discussion	13	1
History of Public Address	12	4
History of Speech Education	16	3
Lighting	10	2
Oral Interpretation	28	2
Play Production	23	7
Persuasion	14	6
Public Speaking	30	4
Scene Design	9	2
Speech Fundamentals	34	0
Speech Methods	16	3
Speech Therapy	6	0
Stagecraft	15	2
Voice and Phonetics	19	0

As seen in Table 3, of the 188 outstate respondents, 175 or 93% had taken course work in fundamentals and public speaking; significantly 7% had never had a course in this area. The next category most frequently checked in the undergraduate course area was theatre with 126 people or 67% having had course work. In speech education, 99 or 53% had course work; 69 or 37% had work in oral interpretation and 39 or 21% had work in debate. A small percent had work in radio-TV (6%) and speech therapy (5%).

On the graduate level, 33 or 18% had work in theatre, 25 or 13% in speech education, 18 or 10% in fundamentals and public speaking, 14 or 7% in debate or forensics and 12 or 6% in oral interpretation. It is interesting to note that over twice as many respondents have taken graduate work in theatre as in debate, relecting the programs offered in the secondary schools in speech.

TABLE 3

AREAS IN WHICH NEBRASKA (OUTSTATE) RESPONDENTS (N = 188) TOOK UNDERGRADUATE AND GRADUATE SPEECH COURSES

	Under-graduate	% of Total	Graduate	% of Total
Theatre	126	67	33	18
Fundamentals & Public Speaking	175	93	18	10
Debate (or Forensics)	39	21	14	7
Speech Education	99	53	25	13
Oral Interpretation	69	37	12	6
Other:				
Radio and TV	11	6	--	--
Speech Therapy	10	5	--	--

3. What is the highest degree which you have completed? (Also what degrees, if any, are in progress?)

As seen in Table 4, the highest degree completed for 77% (36) of the Omaha respondents was the bachelor's, and for 23% (11) the master's. Two percent (1) had a bachelor's in progress (presumably a second degree), while 38% (18) had master's in progress, 2 had a Ph.D. in progress, and 1 had an education specialist's degree in progress.

For the outstate respondents, 70% (132) had completed bachelor's degrees as their highest degree and 29% (54) had completed master's degrees. Thirty-four percent (64) had a master's in progress, and 3 did not answer the question.

TABLE 4

HIGHEST DEGREES COMPLETED AND IN PROGRESS BY NEBRASKA TEACHERS OF SPEECH

	Omaha (N = 47)		Outstate (N = 188)		Total (N = 235)	
	Total	%	Total	%	Total	%
Bachelor's Highest	36	77	132	70	168	71
Master's Highest	11	23	54	29	65	28
Bachelor's in Progress	**1	2	*	*	1	.04
Master's in Progress	18	38	64	34	82	35
Education Specialist in Progress	1	2	*	*	1	.04
Ph.D. in Progress	2	4	*	-	2	.01
No Answer	-	-	3	2	3	.01

*It was not possible in the outstate survey to know the answer to this, since respondents were merely asked to indicate whether they were working on a master's degree.

**Since the respondent indicated both completion of degree and working on B.S., it is assumed that he is working on a second bachelor's degree, presumably for teacher certification.

Of the total of 235 respondents, 72% (168) had the bachelor's degree as their highest degree, while 28% (65) had the master's as the highest. Thirty-five percent (82) were working on a master's degree and 2 percent on higher degrees.

4. Where did you earn your highest degree?

Only the Omaha questionnaire and not the outstate study included this question. Responses indicated that most (13) of the teachers had earned degrees at institutions outside of Nebraska; those mentioned were University of Denver, University of Southern California, Fontbonne College (St. Louis), University of Oklahoma, Ball State (Muncie, Indiana), College of the Holy Names (Oakland, California), New Mexico Highlands University, University of Chicago, Dakota Wesleyan University (Mitchell, South Dakota), Ottawa University (Ottawa, Kansas), University of South Dakota, Coe College.

Eleven earned their highest degrees at UNO, 9 at the University of Nebraska at Lincoln and 2 at Creighton. Another 9 respondents earned their highest degrees at other Nebraska colleges or universities; those mentioned were: Kearney State College, Wayne State College, College of St. Mary, Duchesne, Peru State College, and Hastings College.

5. During which time period was most of your course work in speech and drama taken?

As seen in Table 5, most of the respondents (110) or a little less than half of the total respondents from the two surveys, took their work in speech and drama between the years of 1966-1970. However, of that total (96) were in the outstate survey, since only 14 from the Omaha survey checked that time span. Most respondents (24) or slightly less

TABLE 5

TIME PERIOD DURING WHICH MOST OF THE COURSE WORK IN SPEECH AND DRAMA WAS TAKEN BY TEACHERS OF SPEECH

	Omaha (N = 47)	Outstate (N = 188)	Total (N = 235)
Before 1935	2	3	5
1936-1945	1	13	14
1946-1955	7	19	26
1956-1965	24	57	81
1966-1970	14	96	110

than half in the Omaha survey took their work between 1956-1965; of the outstate teachers, 57 took their work during this time period. Only five of the total respondents took their work before 1935, 14 between 1936-1945 and 26 between 1946 and 1955. Thus 81% of the respondents took their work in speech and drama within the last 14 years.

6. How many speech institutes or in-service teacher training programs in speech and/or drama have you attended since the completion of your highest academic degree.

This question was asked only in the Omaha survey. Responses indicated that 28 of 43 respondents or 65% had attended no institutes or programs since completion of their degree, 9 had attended 1 or 2, 2 had attended 3-6, 1 had attended 7-10 and 1 had attended more than 10. It is interesting to note that the 27 respondents who had attended no programs included all of those who had 0-6 credits in speech and most of those who had 7-12 credits. Of the 9 attending 1-2 workshops, all had had over 25 credits of speech on the undergraduate level (6 having had over 35 credits) and two had

graduate work in speech in addition. For the person having attended 3-6 workshops, and the one having attended more than 10, each had at least 30 undergraduate credits and over 35 graduate credits in speech and/or drama. The person who had attended 7-10 workshops had 7-12 undergraduate credits and 7-12 graduate credits in speech. Although there were 5 people with over 35 speech credits who had never attended a workshop, the pattern of responses indicated that those having many speech credits tend to go to workshops and programs in speech, while those having none or few credits (and who are teaching speech) do not attend.

7. What is the major teaching field in which you are certified by the State of Nebraska?

8. In what other fields, if any, are you certified by the State of Nebraska?

The data relating to these questions are presented in Table 6, where it is seen that of the total of 235 respondents teaching speech-related courses, 92 were certified in speech as a major field and 16 as a minor field, totalling 108 or 46% who were certified by the State to teach speech. Of the 235, 128 were certified in English as a major field and 24 in English as a minor field, totalling 152 or 65% who were certified by the State to teach English. In Omaha, 29 of the 47 teachers or 62% had speech as a major or minor field certification and 36 had English as a major or minor field certification. In Omaha, 18 teachers or 38% had speech and English combined certification, but 2, both junior high school teachers, had neither speech nor English as either a major or minor. Thirty of the total 235 teachers had social studies as a major or minor certification and 27 had history certification. In the outstate study, 52 (28%) teachers had both speech and English certification, but 27 or 11%

had neither speech nor English certification. Seventy-five or 40% were certified in speech either as a major or minor.

TABLE 6

TEACHING FIELDS IN WHICH NEBRASKA TEACHERS OF SPEECH WERE CERTIFIED

Field	Omaha (N = 47)		Outstate (N = 188)		Total (N = 235)	
	Major	Minor	Major	Minor	Major	Minor
Art	3	1	3	-	6	1
Administration	-	-	4	4	4	4
Business	1	3	7	-	8	3
Core	1	2	6	-	7	2
Elementary	-	-	2	-	2	-
English	23	11	105	13	128	24
History	-	9	18	-	18	9
Home Economics	-	2	7	-	7	2
Industrial Arts	-	1	-	-	-	1
Languages	4	5	4	-	8	5
Library	-	-	5	4	5	4
Math	-	-	5	-	5	-
Music	-	-	4	-	4	-
Physical Ed.	-	2	5	-	5	2
Political Sci.	-	2	3	-	3	2
Reading	1	-	-	-	1	-
Science	-	-	2	-	2	-
Social Studies	3	5	15	7	18	12
Speech	23	10	69	6	92	16
Theology	-	1	-	-	-	1
None	-	5	-	-	-	5

9. In what speech-related extra-curricular activities did you participate in college?

As seen in Table 7, the most frequently participated in extra-curricular activity was theatre; 129 or 55% of the 235 respondents had participated in theatre with 103 of the 188 outstate respondents and 26 of the 47 Omaha respondents checking this activity. Of the 235 respondents, 84 or 36% had participated in oral interpretation; 71 of the outstate respondents and 13 of the Omaha respondents checked this activity. Only 51 or 22% of the 235 respondents had participated in debate, 41 of these in the outstate group and 10 in the Omaha group. Similar percentages appeared for the area of broadcasting with 49 of the total having participated, and for speaking contests with 51 having participated.

TABLE 7

COLLEGE SPEECH-RELATED EXTRA-CURRICULAR ACTIVITIES IN WHICH RESPONDENTS PARTICIPATED

	Omaha (N = 47)	Outstate (N = 183)	Total (N = 235)
Broadcasting	12	37	49
Debate	10	41	51
Oral Interpretation	13	71	84
Speaking Contests	12	39	51
Theatre	26	103	129
Other:			
TV	2	—	2
Choric Work	1	—	1
Skits	1	—	1
Children's Theatre	1	—	1
None	11	49	60

However, of the 235, 60 or 26% had participated in no extra-curricular speech activities; of the 188 outstate respondents, 49 or 26% had not participated, and in Omaha, 11 or 23% had not participated. An analysis of responses showed that all but two participants who had participated in no activities had 0-6 speech credits as an undergraduate. An interesting aspect of the responses was that with one exception, nobody who had participated in theatre in the Omaha study had also participated in debate. Also, most of the people who had participated in broadcasting had also participated in theatre.

10. What is your present age?

This question was asked only in the Omaha survey. Responses indicated that 16 of 43 respondents were 20-25; 15 were 26-35; 3 were 36-42; 3 were 43-48; 1 was 49-55 and 4 were over 55. One respondent did not answer the question. These responses indicate that 31 of the 43 respondents or 72% were between the ages of 20 and 35.

11. To what speech-related organizations do you belong?

As seen in Table 8, only 18 of 235 respondents teaching speech related courses belong to the national speech association, Speech Communication Association (formerly Speech Association of America); of these, 8 are in the Omaha area. Even fewer (3 of 235) belong to the association for the midwest region, Central States Speech Association. However, of the 235, 72 were members of the Nebraska Speech Association, but only 11 of the 47 Omaha teachers or 23% were members. Other memberships from the total of 235 include the American Educational Theatre Association (9), the National Forensic League (11), the American Film Institue (1) and the National Catholic Theatre Association (2).

TABLE 8

SPEECH-RELATED ORGANIZATIONS OF WHICH RESPONDENTS WERE MEMBERS

	Omaha (N = 47)	Outstate (N = 188)	Total (N = 235)
Speech Communication Assoc. (formerly Speech Assoc. of America)	8	10	18
Central States Speech Assoc.	2	1	3
Nebraska Speech Assoc.	11	61	72
American Educational Theatre Assoc.	-	9	9
National Forensic League	9	2	11
American Forensic Association	2	-	2
American Film Institute	1	-	1
National Catholic Theatre Assoc.	2	-	2

Those in the Omaha survey were asked whether they would be interested in joining an Omaha Speech Association if one were organized. To this 15 of 43 responded "yes," 14 "no," and 10 "not sure."

Content and Characteristics of Courses

Both surveys asked respondents to indicate which speech-related courses they were currently teaching and whether it was required or an elective. The Omaha survey went on to ask for specific information on course content and activities.

General Information. A question asked on both surveys was which of the following courses the respondents were teaching during this academic year: debate, dramatics, fundamentals of speech, oral English and others. As seen in Table 9, 149 of the 188 outstate respondents were teaching

fundamentals courses, 53 of which were required; 87 were teaching dramatics and 29 debate, none of which were required courses; 30 were teaching oral English, 9 of which were required and 26 were teaching English, 10 of which were required.

In the Omaha study, as seen in Table 9, of the 47 respondents, 12 were teaching debate, none of which were required courses, 16 were teaching dramatics, none of which were required 26 were teaching fundamentals, 10 of which were required, 24 were teaching oral English, 20 of which were required, 6 were teaching required English courses and 1 a required humanities course.

TABLE 9

SPEECH-RELATED COURSES TAUGHT BY RESPONDENTS DURING 1970 AND NUMBER WHICH ARE REQUIRED OF STUDENTS

	Outstate (N = 188)		Omaha (N = 47)	
	Taught	Required	Taught	Required
Debate	29	-	12	-
Dramatics	87	-	16	-
Fundamentals	149	53	26	11
Oral English	30	9	24	20
English	26	10	6	6
Humanities	-	-	1	1
Total	321	72	85	38

The Omaha questionnaire provided a section to be answered for each area in which the respondent was teaching a course in fundamentals, oral English, debate or drama. Table 10 provides a comparative summary of the

characteristics of these courses for 43 respondents with respect to enrollment, course length and grade level, and will be referred to in the separate sections in which each type of course is discussed.

Fundamentals Courses. Twenty-four of the 43 respondents reported that they were teaching courses in speech fundamentals. Of the 24, 10 reported that their course was required of all students and 14 reported that they were electives. Most of the courses (16) meet 5 times per week; others met anywhere from once a week to four times per week. Eleven met for one term, 12 for two terms and one was apparently a special short course.

Most of the fundamentals courses were offered at more than one grade level. There were junior high courses mostly offered at the ninth grade level (14), but one offered at grade 7 and 2 at grade 8. In senior high, 14 were offered at grade 10 and 10 each at grade 11 and 12. Enrollment of these courses varied anywhere from 10 to over 35, but the most frequent number was 8.

Table 11 presents respondents (24) rankings of 8 speech concepts with respect to the amount of emphasis given to them in the fundamentals course. The concept most frequently given the rank of 1 (7) or 2(6) was that of "delivery," then "organization" with 4 ranking it 1 and 6 ranking it 2. The concepts most frequently ranked 7 and 8 by a total of 9 and 8 respondents were audience adaptation and audience analysis, respectively. Listening skill training was given moderately ranked emphasis by most respondents.

As seen in Table 12, textbooks used in fundamentals courses varied greatly, the most frequently mentioned on (6) being the New American Speech by Hedde and Brigance.

TABLE 10

CHARACTERISTICS OF SPEECH-RELATED COURSES TAUGHT IN OMAHA WITH RESPECT TO ENROLLMENT, LENGTH OF TIME, AND GRADE LEVEL

	Fundamentals (N = 24)	Oral English (N = 24)	Debate (N = 9)	Drama (N = 14)
Required of All	10	20	–	–
Elective	14	2	9	15
Required for College	–	2	–	–
Meets:				
Once a week	1	–	1	–
Twice a week	1	–	–	2
Three times a week	4	–	–	3
Four times a week	2	–	1	1
Five times a week	16	24	7	8
Meets:				
One term	11	9	–	5
Two terms	12	14	8	9
Other	1	1	1	–
Grade Levels:				
7	1	–	1	–
8	2	1	1	
9	14	12	5	7
10	14	8	8	8
11	10	2	8	10
12	10	1	8	11
Enrollment:				
10-15	3	–	5	3
16-20	4	1	2	1
21-25	4	3	–	3
26-30	8	3	1	2
31-35	3	8	–	4
Over 35	2	9	1	1

TABLE 11

COMPARISONS OF RANKINGS OF CONCEPTS TAUGHT IN FUNDAMENTALS (F) ORAL ENGLISH (OE) CLASSES ON THE BASIS OF COURSE EMPHASIS

	RANKS																	
	1		2		3		4		5		6		7		8		9	
Concept	F	OE	F	OE	F	OE	F	OE	F	OE	F	OE	F	OE	F	OE	F	OE
1. Audience Adaptation	2	2	2	-	1	3	2	2	3	2	2	5	4	3	5	3	-	-
2. Audience Analysis	-	1	4	-	1	-	3	2	4	3	2	4	5	4	3	2	-	-
3. Body Movement	1	1	1	-	3	-	2	2	1	5	6	3	3	-	3	1	-	-
4. Communication Theory	5	1	2	1	3	1	2	5	1	1	1	2	1	-	4	1	-	-
5. Content of Speech	4	9	4	6	7	3	1	-	3	1	4	-	-	-	-	-	-	-
6. Delivery Voice and Articulation	7	5	6	8	3	6	4	-	2	-	-	-	1	-	1	-	-	-
7. Listening Skill Training	1	2	3	2	3	2	7	5	5	5	1	-	5	-	1	3	-	-
8. Organization	4	5	6	6	2	6	3	3	3	-	4	1	-	-	1	-	-	-
9. Other: Interpretation-	-	-	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-
Semantics	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-

Table 13 shows the activities derived from those checked in question 17 as being included in the fundamentals course. Over three-fourths of the courses included activities in conversational speaking (19), group discussion (21), oral interpretation (20), and public speaking (23). However, it is interesting to note that not all of the fundamentals courses did include these activities.

TABLE 12

TEXTS USED IN FUNDAMENTALS AND ORAL ENGLISH CLASSES IN OMAHA

Text	Fundamentals (N = 24)	Oral English (N = 24)
Adventures in Appreciation	—	1
Adventures in Reading	—	5
Art of Speaking	3	2
Ease of Speaking	2	2
Grammar Usage	—	1
Grammar Style & Usage	—	1
Modern Grammar Composition	—	1
Modern Speech	1	—
Nebraska Curriculum for Project English	1	1
New American Speech	6	5
Own Syllabus	1	—
The Play	1	—
Play Production	1	—
Principles & Types of Speech	2	—
Principles of Speaking	1	
Public Speaking	—	1
Speak Up	2	
Speech Fundamentals	—	2
Speech--A High School Course	1	1
Speech in Action	3	
Speech in American Society	1	
None	5	3
No Answer	4	4

TABLE 13

ACTIVITIES INCLUDED IN FUNDAMENTALS AND ORAL ENGLISH CLASSES IN OMAHA

	Fundamentals (N = 24)	Oral English (N = 24)
Conversational speaking	19	16
Dramatics	11	10
Group Discussion	21	23
Manuscript Speaking	5	8
Oral Interpretation	20	16
Phonetic Transcription	5	3
Public Speaking	23	19
Other:		
Story telling	1	
Written evaluations	1	
Parliamentary procedure	1	1
Pantomime	1	
Reading and writing	1	
Debate	1	1
TV	4	1

Oral English Courses. Those respondents who filled out a section for a course in oral English (24) spent widely varying amounts of time on speaking activities, based on responses to question 24 of the questionnaire: 5 spent 1-10%; 6 spent 11-25%; 5 spent 26-50%; 3 spent 51-75%; and 5 spent 76-100%. In the cases where a person certified in speech was teaching the course, a greater percentage of time was spent on speaking activities, with the exceptions of 3 respondents who were teaching both fundamentals and oral English. In these cases, a distinction appeared to be made between oral English and speech courses (fundamentals and debate),

that they were also teaching, since lesser amounts of time appeared to be spent on speaking in their oral English classes than in their speech classes.

As seen in Table 10, of the 24 courses described, 20 were required, 24 met five times per week, 14 of these for two terms, 9 for one term, 12 were taught at grade 9, 8 at grade 10, and the others at other grade levels except 7. On the whole, enrollments appear to be higher than for the fundamentals courses, 15 having over 31 students. In Table 11, it is seen that the concepts emphasized are somewhat, but not drastically, different from those emphasized in speech fundamentals classes. The concept most frequently ranked number 1 (9) was "content of speeches," number 2 was "delivery" (8), and the third most heavily ranked concept for ranks 1 and 2 (11) was "organization." Since not all of the respondents completed all of the rankings, it was difficult to tell which ones received the least amount of emphasis.

As seen in Table 12, a frequently mentioned text (5) as in the case of the fundamentals courses was New American Speech, but unlike fundamentals courses, five mentioned Adventures in Reading and several mentioned the use of grammar texts.

In Table 13, it is seen that the activities included in the oral English classes are similar to those included in the fundamentals classes, with at least two-thirds including conversational speaking, group discussion, and public speaking. With the exceptions of group discussion and manuscript speaking, more of the fundamentals courses include more of the speaking activities. In addition, it should be noted that there were at least five courses in oral English which include no public speaking and eight which include no conversational speaking.

Debate. Questions 33-40 dealt with descriptions of debate courses and were answered by 9 of the 43 respondents. As seen in Table 10, all of the 9 were elective courses and seven met five times per week, while one met once a week and one, four times a week. Eight met for two terms and one met on Saturday mornings.

Eight of the courses were for grades 10-12, while five were for grade 9 and one for grades 7-8. Course enrollments varied, but most (15) were in the category of 10-15 students.

A variety of texts were mentioned, four of which were specifically debate texts: Strategic Debate, Debater's Guide, Competitive Debate, and Argumentation and Debate.

Seven of the respondents said they coached a debate team for the school, while two did not answer the question.

TABLE 14

RANKINGS ACCORDING TO DEGREE OF EMPHASIS OF CONCEPTS TAUGHT IN DEBATE COURSES (N = 9*) IN OMAHA

	Frequency of Ranks					
	1	2	3	4	5	6
1. Audience reaction debating	-	-	-	2	3	1
2. Cross examination	-	-	1	4	2	1
3. Discussion	-	2	-	-	2	2
4. Practice for tournaments	1	3	3	-	1	-
5. Principles of argumentation	2	1	4	1	-	-
6. Principles of tournament debate	4	2	-	1	-	1
7. Other: Critical thinking	1	-	-	-	-	-

*Several respondents did not rank all of the concepts.

As seen in Table 14, the concept or activity most frequently (4) receiving the rank of 1 in course emphasis was "principles of tournament debate"; the rank of 2 (3) was "practice for tournaments." At the lower ranks were "audience raction debating" and "cross examination." Several of the respondents did not rank several of the concepts.

TABLE 15

RANKINGS ACCORDING TO DEGREE OF EMPHASIS OF CONCEPTS TAUGHT IN DRAMA COURSES (N = 14) IN OMAHA

Concept	Frequency of Ranks										
	1	2	3	4	5	6	7	8	9	10	11
1. Acting	6	3	1	1	-	-	-	-	-	-	-
2. Costume Design	-	1	1	-	-	-	2	-	1	1	2
3. Directing	1	-	-	1	3	1	1	1	1	-	-
4. Dramatic Theory	1	-	1	1	1	2	-	1	1	-	-
5. History of Theatre	-	3	1	-	-	3	-	1	-	1	-
6. Lighting	1	1	-	-	2	-	1	2	-	1	1
7. Make-up	1	-	2	-	1	-	-	1	3	1	-
8. Play Production	5	1	-	3	1	-	1	-	-	-	-
9. Play Reading	-	2	2	3	-	1	-	-	1	-	-
10. Scene Design	1	-	1	1	1	-	2	-	-	2	-
11. Set Construction	1	-	1	-	-	1	-	1	-	-	3

In six of the cases where debate was taught, the teacher had had over 35 credits of speech on the undergraduate level including a course in debate. In three cases, the teachers had had 7-12 credits of undergraduate speech, but two of them had had a course in debate and some graduate work in speech.

Dramatics. Questions 41-48 of the questionnaire pertained to courses in drama.[5] As seen in Table 10, 14 of the respondents reported teaching some form of dramatics course, all of which were electives. Nine of the courses met for two terms and five for one term with eight meeting five times per week and the others varying from two times to four times per week. Seven were offered at grade 9, eight at grade 10, ten at grade 11 and eleven at grade 12. Average enrollments varied throughout the categories from 10 to over 35 students. The number of school productions personally directed by the respondents varied from none (2) to more than four (1). The texts used for courses were drama oriented texts, except for two, each mentioned once, which were speech texts.

As seen in Table 15, concepts ranked first most frequently were acting and play production, but other aspects in some courses were ranked first depending upon the nature of the course (scene design in a stage-craft course, for example). Since respondents did not always include all of the concepts in their rankings, it was difficult to make meaningful comparisons at the ranks in which concepts received least emphasis.

All of the teachers of drama courses, except one, had had a major or minor in speech which included undergraduate courses in theatre.

Recommendations for Improvement in Speech Education

This section will deal primarily with those questions in both surveys which gave information on what teachers felt they needed personally to help them deal with their teaching of speech and those which dealt with recommendations for improvement of speech education in general. Data from

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[5]Note that clerical error in questionnaire repeated these questions, so that questions 50-54 of the questionnaire are superfluous.

each of the surveys will be discussed separately, since much more is available from the Omaha survey.

Omaha Survey. Question 12 in the Omaha survey asked people to check statements which represented their needs in relation to speech teaching. Of the 43 respondents, four (who had speech certification), checked that they were currently enrolled in a degree program emphasizing speech. Nine or 19% of the respondents (five who had speech certification) said they would like to take further work in speech for degree credit. Seven (six having English, but not speech certification) checked that they would like further work in speech, but not necessarily for credit. Fourteen or 30% said that they would like in-service training in speech teaching (eight had English certification and six had speech certification). Seven (six with English certification and one with speech certification) checked "I am familiar with the programs in speech available to teachers in nearby universities, but do not wish to enroll." "I am not familiar with the programs in speech available to teachers in nearby universities and would like further information," was checked by six people (four with English certification and two with speech certification). Seven people, five with English and two with speech certification) checked "I am not familiar with the programs in speech available to teachers in nearby universities and do not wish any further information."

Under "Improvement Suggestions," questions 55 and 56, respondents were asked to check statements representing their feelings about speech in the high school curriculum. Of the 43 respondents, 35 or 81% felt that "separate departments of speech should be established in senior and junior high schools," while six or 14% felt that "speech should be administered through the English departments of senior and junior high

schools. Two did not answer the questions.

In response to question 56, 21 or 49% felt that "speech should be required in high school for all students," while 20 or 47% felt that "speech should be required in junior high school and again in high school for all students." Three felt that speech should be an elective in both junior and senior high schools; three felt it should be an elective only in the junior high; and four felt it should be an elective only in the senior high school.

Respondents were asked in question 57 to indicate: "During your career in the Omaha area, approximately how many student teachers have you supervised in the courses you have described?" In question 58 they were asked: "What deficiencies, if any, have you seen in the student teachers you have supervised in speech?" Results indicated that 15 or 35% had never had any student teachers; 12 or 28% had had 1-3; 9 or 21% had had 4-7; 3 or 7% had had 8-11; 2 or 5% had had 12-15 and 2 had had over 15 student teachers in speech.

In answer to question 58, respondents indicated that the major problems with student teachers were lack of ability to relate to pupils, either over- or under-estimating their pupils' abilities, poor diction or overabundant use of slang. Mentioned by several was inadequate background in drama when students were being thrown into situations where they were being asked to direct plays. Also mentioned was difficulty in establishing classroom control and in reaching pupils on a personal level.

Question 59 asked "What problems, if any, have you encountered in teaching speech and drama in your school?" The following were problems mentioned more than once by respondents:

1. Lack of a speech curriculum: no basis for continuity of the curriculum in speech and drama.
2. Lack of facilities and supplies: technical equipment, especially for theatre was inadequate; competition with physical education programs for use of space; unable to get needed supplies for drama and TV teaching (frequent examples were scripts and films).
3. Classes too large: inability to teach some of the important areas of speech due to too many pupils in classes.
4. Lack of administrative interest and support: teachers felt that they lost out to other programs when it came to supplies, scheduling of rehearsal rooms, etc.
5. Paucity of plays appropriate for high school and junior high school: It was felt that it was getting increasingly difficult to find relevant plays that high school students could do; one teacher mentioned the need for plays geared to minority students.

Question 60 asked: "What changes, if any, should be made to improve speech education in Omaha and surrounding areas? The following suggestions were mentioned by at least one respondent, however the need for curriculum coordination was suggested in different ways by several respondents:

1. Coordination of courses within a school district at the various grade levels, so that pupils learn the important concepts of speech.

2. Better cooperation and support from administrators.

3. Revision of university methods courses in speech and English so that they are more practical.

4. Speech should be required of all students for at least one semester. Most indicated that all students should be required to take speech early in their high school careers.

5. Separate departments of speech in the high schools.

6. Drama should be treated as an area separate from speech. Speech teachers should not necessarily be required to do plays.

Outstate Survey. In the outstate survey, teachers were asked: "What suggestions, if any, do you have for the improvement of speech education in your district and in the State of Nebraska?" Many responses indicated that teachers felt they lacked adequate representation in speech activities which are often centered in Omaha and Lincoln. Many were interested in contests and workshops but could not or would not travel several hundred miles to them. The suggestions below came from responses to the questionnaire. The number of people mentioning that suggestion and the percentage of the 188 are indicated below:

1. Speech should be a required course. (50, 27%)
2. More qualified teachers with a major or minor in speech. (24, 13%)
3. More speech contests at the local level. (11, 6%)
4. Offer more advanced speech courses. (8, 4%)
5. Revamp the forensic contests with better judging, requirements, etc. (9, 5%)
6. Statewide speech program and requirements. (6, 3%)
7. Workshops for teachers in western Nebraska. (7, 4%)
8. Workshops for students. (5, 3%)
9. Exchange more ideas at the district level. (3, 2%)
10. Have students see more actual speech and drama productions. (3, 2%)

III

DISCUSSION AND CONCLUSIONS

While it was not possible, nor was it the intent of this study, to follow up the Hunter study of 1962, this study pointed to indications of change in Nebraska speech education, but at a slow pace. In 1962, Hunter reported that only 45% of the schools offered speech courses. While it was not possible in the present study to report what percentage offered courses, it was encouraging to note that of the 300 outstate schools to which questionnaires were sent, 188 or 63% responded and indicated that at least some kind of speech course was taught. In Omaha, 17 of 43 schools or 40% did not respond to the questionnaire, but 8 or 19% of these were parochial schools and 6 or 14% were public junior high schools, where speech is often less likely. Only three public high schools (Papillion, Millard, and Elkhorn) did not respond, and most of the other high schools had more than one response, indicating that there were speech programs in the high schools. Taking the data from the two surveys, it is a safe estimate that at least 60% of the secondary schools in Nebraska offer some kind of speech program, a probable increase from 1962. But this leaves 40% with a minimal or no program in speech.

While it is still discouraging to note that of the 175 speech fundamentals courses reported in this study, only 64 or 37% were required, it is encouraging to note the trend away from the ambiguously labeled oral English courses and into speech courses. It is also encouraging to note in the

Omaha survey the trend toward offering fundamentals courses at the junior high level, since 14 of the 24 courses were available in grade 9. However there were still ten schools apparently without clear-cut speech programs.

Like the Hunter study, however, it is obvious that dramatics is taught far more often, both within the curriculum and extra-curricularly, than debate.

Hunter reported in 1962 that one-third of the teachers in his sample had a major or minor in speech and that 30% had participated in no co-curricular speech activities while in college. In the present study, 46% of the teachers in the sample were certified to teach speech, with 39% having a major in the field. Also 11% had neither speech nor English certification. In both the Omaha and outstate surveys, 26% of the teachers had participated in no co-curricular speech activities. While the percentage of teachers who are unprepared to teach speech has gone down, it is alarming that in the eight years since the Hunter study, this percentage has gone down slowly enough as to leave at least 64% of those respondents teaching speech-related courses probably too unprepared to do an adequate job.

An attempt will now be made to answer the original questions posed by these surveys in the form of conclusions which may be drawn from the data reported in the previous section.

Omaha Survey

1. To what extent are courses in speech fundamentals, oral English, drama, and debate being taught in Omaha? What are the characteristics of these courses with regard to average enrollment, hours per week, whether course is required or elective, concepts, and activities emphasized?

Of 43 schools polled in metropolitan Omaha, 27 schools returned questionnaires indicating that oral English speech or drama was taught by the respondent. Of those schools that did not respond, four are known to have speech programs and the junior highs which did not respond teach speech with varying degrees of emphasis within the core programs. There were almost as many oral English courses taught by respondents as fundamentals courses, with half of the respondents teaching fundamentals. Only 26% of the respondents taught debate and 34% taught drama. There was more than one response from several schools. Only 15 or 35% of the Omaha schools appeared to be offering a course in speech fundamentals as distinguished from oral English, 12 or 28% appeared to be offering a specific course in debate and 16 or 37% appeared to be offering course work in drama. All of the public high schools, but only about two-thirds of the junior high schools apparently offered some kind of speech program.

The speech fundamentals course in Omaha secondary schools tends to be an elective somewhat more frequently than a requirement, tends to meet five times a week, may meet either one or two terms and tends to be offered in grades 9-12, with an enrollment most likely to be between 26 and 30. Concepts most likely to be stressed are delivery and speech content with little stress on audience analysis and adaptation. Activities are likely include public speaking, oral interpretation, group discussion, and conversational speaking.

The oral English course in Omaha secondary schools tends to be a requirement almost all of the time, always meets five times a week, tends to run for two terms and is most frequently offered at grades 9 or 10 with enrollment over 31 pupils. It is just as likely that less than 10% of this course is devoted to oral communication as it is that more than 75% of it is

devoted to such activity. Concepts and activities stressed were similar to those stressed in the fundamentals courses where the courses included fairly high percentages of speaking activities.

Debate in the secondary schools of Omaha is always an elective course likely to meet five times per week for two terms. It is likely to be offered at grades 10-12 with an enrollment of 10-15 pupils. Concepts and activities are most likely to emphasize principles of tournament debating.

Drama in the secondary schools of Omaha is always an elective course likely to meet five times per week for one or two terms and may be offered anywhere from grade 9-12 with enrollments varying from 10 to over 35. Concepts and activities are likely to stress acting and play production.

2. What are the academic backgrounds and speech-related experiences of those teaching speech fundamentals, oral English, drama, and debate with respect to course credits in speech and drama, areas in which course credits were taken, academic degree, time period of speech study, attendance at speech institutes, teaching certification, speech activities in college and membership in speech organizations?

The percentage of teachers of speech-related courses is only somewhat higher for those having had 31 or more undergraduate credits of speech (43%) as for those having 12 or fewer credits (34%). The typical teacher is likely to have had no graduate credits in speech, although 32% had at least seven credits. While he is most likely to have had a course in at least speech fundamentals and public speaking, 21% had never had a course in this area. Typically, he will have had a course in play production and oral interpretation, but he will typically not have had courses in communication theory, debate, directing and speech methods. The teacher of speech related courses is likely to be between 20 and 35 years of age, to hold the bachelor's degree as his highest degree, and to have earned his degree at either an institution outside of Nebraska or at UNO between 1956

and 1965. He is likely to have attended no speech institutes or in-service speech programs since the completion of his degree, especially if he has 0-6 speech credits.

Of the Omaha respondents, 62% had speech certification, with 38% having certification in both speech and English and 4% having certification in neither speech nor English.

The teacher of speech is likely to have participated in some form of undergraduate extra-curricular speech activity, most likely theatre. Most of the 23% who had participated in no speech activity as an undergraduate had 0-6 speech credits.

The teacher of speech in Omaha is not likely to belong to a speech related organization at the national, regional, or state level.

3. What are the perceptions of speech teachers in metropolitan Omaha of needs and problems in speech education?

Most (81%) felt that separate departments of speech should be established in the secondary schools. Major problems included lack of a speech curriculum, lack of facilities, large classes, lack of administrative interest and support, paucity of appropriate plays. Recommended changes included curriculum coordination, administrative support, revision of university methods courses, requirement of speech for all university students and treatment of drama as separate from speech.

Outstate Survey

1. To what extent are courses in speech fundamentals, oral English, drama, and debate being taught outside of metropolitan Omaha in the secondary schools of Nebraska?

Of 321 courses reported by 138 teachers of speech-related courses (representing approximately 63% of Nebraska outstate secondary schools), 46% were speech fundamentals, 27% dramatics, 9% debate and 9% oral English.

2. What are the academic backgrounds and speech-related experiences of those teaching speech-related courses in secondary schools of Nebraska outside of Omaha?

Of the respondents, 31% had 12 or fewer credits of speech, although 27% had 30 or more. Most had none or few graduate credits in speech. Almost all (93%) had an undergraduate course in fundamentals and public speaking, while two-thirds had courses in theatre and over half in speech education. The most frequent highest degree was the bachelor's (70%) earned most typically in the past five years. Less than half (40%) were certified in speech and 11% had neither speech nor English certification. Most had participated in speech activities in college, usually theatre or oral interpretation, although 26% had participated in none. Most belong to no national, regional, or state speech organizations, although 32% belong to the Nebraska Speech Association.

3. What are the perceptions of teachers of speech-related courses concerning procedures that could be implemented to improve speech education in their districts and in the State of Nebraska?

The most frequently mentioned problems were the need for speech to become a required course and the need for more qualified speech teachers. Also mentioned were difficulties due to distance, of participating in speech activities.

IV

RECOMMENDATIONS

On the basis of the findings in this study, it is recommended that the following changes be implemented in order to improve the quality of speech education in Nebraska:

1. Strong urging from the State Speech Association and the State Education Association should occur in order to insure that every secondary school in Nebraska offer a speech program which includes at least speech fundamentals, dramatics, and debate.

2. A course in speech fundamentals which emphasizes important principles of interpersonal communication should be required of each secondary student apart from the courses that he takes in English. Enrollments for each section should be limited to 20-25 students.

3. The oral English label, which is ambiguous and which often permits teachers not prepared in speech education to teach primarily reading and writing skills, should be abandoned, and clearly labeled speech courses should be instituted instead.

4. Courses in speech education should be implemented and required at the junior high school level and again at a more complex level in the senior high school. At both levels, principles of human communication involving audience analysis and adaptation and listening skills should be emphasized along with other important communication principles.

5. Activities in debate should be emphasized as clearly as activities in dramatics, but these activities should de-emphasize tournament debate

and introduce applications of debate principles to solving social issues which are relevant to secondary students.

6. Every teacher who teaches a speech course (including drama and debate) or who directs speech activities in the secondary school should have State certification in speech based on an undergraduate major (as recommended by the Speech Communication Association) or at least a strong minor.

7. State certification in speech should include the requirement that speech teachers have participated in co-curricular activities such as debate, theatre, broadcasting, etc., during their undergraduate speech programs.

8. As curricula in speech are developed throughout the State and as the need for qualififed speech teachers is made obligatory, serious consideration should be given by universities which offer speech majors toward offering three options to the undergraduate speech education major: a drama education major who might receive K-12 certification and would teach only drama related activities; a communication education major who would receive certification in secondary education and would teach and direct activities in speech communication; a general speech education major who would take a strong single field major in speech education which would include communications courses and either theatre or debate. People who coach debate would take either of the two latter options.

9. Teachers of speech should be encouraged to pursue graduate work in speech and to engage in workshops, institutes, speech association conventions, etc. by school administrators. Where possible financial support and leaves should be made available for such activities.

10. In cooperation with school systems, universities should direct and sponsor in-service workshops, especially in western Nebraska, which emphasize

some of the newer approaches to speech communication education.

11. Strong encouragement from teachers and state associations should be used to bring about as quickly as possible the formation in all secondary schools of separate departments of speech, administered and staffed by faculty with speech certification. Only in this way will speech be perceived as a discipline separate from English (just as math, history, home economics, physical education and others), with courses which must be required for accreditation of the school. This does not preclude the idea, of course, of including speech education as part of inter-disciplinary approaches such as in humanities, where such approaches have already been established (at Cathedral High School in Omaha, for example).

12. A state curriculum guide developed by university speech professors and high school speech teachers should be implemented for grades 7-12 to serve as the basis for speech education in a spiral curriculum in the secondary schools.

13. The State Speech Association in conjunction with the State Education Association and the boards of education should coordinate efforts to educate school administrators as to the role of speech education in the secondary schools. Newer concepts of speech communication and its importance to the development of the individual should be stressed in meetings and workshops in order to gain administrative support for the development of speech programs.

14. University speech education supervisors should maintain and continually update their files on who is teaching speech and their speech qualifications in order to insure better placement of student teachers with those qualified to teach speech, thereby ending the cycle of perpetuating incompetent speech teaching where it may exist.

SUMMARY

This study consisted of two questionnaire surveys, one a detailed attempt to discover in metropolitan Omaha the characteristics of speech teachers and speech related courses, and the other a briefer attempt to discover the preparation of speech teachers in outstate Nebraska. A total of 235 responses provided data for the study. Analysis of data showed that in Omaha approximately 62% and outstate approximately 40% of those teachers teaching speech, oral English, drama, or debate were certified in speech. The most frequently taught course was speech fundamentals. While perhaps 60% of the schools offer some kind of speech program, most schools do not require a speech course.

Recommendations were made concerning the need for certification of all speech teachers, the need to require a speech course separate from the English program, the need to develop a coordinated speech curriculum, the need for in-service training of speech teachers and the need for association urging for administrative support of speech programs.

It is hoped that the Nebraska secondary schools will participate actively in the attempts at the national and regional levels to make the quality of speech education as meaningful as possible for students whose psychological survival in a complex society depends in large part on effective interpersonal communication.

APPENDICES

APPENDIX A

NEBRASKA SPEECH ASSOCIATION

AN ORGANIZATION PROMOTING HIGH STANDARDS
OF SPEECH EDUCATION IN NEBRASKA

May 26, 1970

Dear Teacher of Speech, Drama or Oral English:

The Nebraska Speech Association is conducting a state-wide study to determine the status of speech-education in the state of Nebraska. Since it is late in the school year, the association, rather than the public schools, is distributing the enclosed questionnaire for Omaha and the surrounding school districts.

Your responses to the enclosed questionnaire would be greatly appreciated and will be used to influence changes in university courses, in curriculum recommendations to public schools and for local in-service workshops.

We realize that your time is valuable and that you are inundated with questionnaires, but I do hope in view of our needs to complete this study during the summer that you will take the time to fill this one out and to return it by June 30, 1970 in the enclosed envelope. Please note that not all of the questions are applicable to everyone and the questionnaire appears to be longer than it actually is.

All information will be kept confidential and reports will be made statistically. Responses will be coded so that your name will not be divulged. Please check below if you wish a copy of the final report.

Thank you for your help.

Sincerely yours,

John K. Brilhart

John K. Brilhart, Ph.D.
President, Nebraska Speech Association

Barbara L. Brilhart

Barbara L. Brilhart, Ph.D.
Committee for Study of Speech Education
Nebraska Speech Association
Department of Secondary Education
University of Nebraska at Omaha
Omaha, Nebraska

I would like to receive a copy of the research report.

Yes_____ No_____

If yes, indicate name and address.

APPENDIX B

Name_____ School_____
(optional) (optional)

1. How many course credits in speech and drama have you had?

A. Undergraduate: _____(1) 0-6 _____(2) 7-12 _____(3) 13-18 _____(4) 19-24
_____(5) 25-30 _____(6) 30-35 _____(7) over 35

B. Graduate: _____(1) 0-6 _____(2) 7-12 _____(3) 13-18 _____(4) 19-24
_____(5) 25-30 _____(6) 30-35 _____(7) over 35

2. In which of the following areas have you taken courses? Check whether graduate or undergraduate.

	Undergraduate (1)	Graduate (2)
A. Acting		
B. Broadcasting		
C. Choral speaking		
D. Communication theory		
E. Costuming		
F. Debate		
G. Directing for theatre		
H. General Semantics		
I. Group discussion		
J. History of public address		
K. History of speech education		
L. Lighting		
M. Oral interpretation		
N. Play production		
O. Persuasion		
P. Public speaking		
Q. Scene design		
R. Speech fundamentals		
S. Speech methods		
T. Speech therapy		
U. Stagecraft		
V. Voice and phonetics		

3. What is the highest degree which you have completed?

_____(1) B.A. _____(2) B.S. _____(3) M.A. _____(4) M.S. _____(5) M.F.A.
_____(6) Ph.D. _____(7) D.Ed. _____(8) Ed. Specialist (9) other

4. Which of the following degrees, if any, are you in the process of completing?

_____(1) B.A. _____(2) B.S. _____(3) M.A. _____(4) M.S. _____(5) M.F.A.
_____(6) Ph. D. ___(7) D.Ed. ____(8) Ed. Specialist _____(9) other_____
(specify)

5. Where did you earn your highest degree?
_____1. University of Nebraska at Omaha
_____2. University of Nebraska at Lincoln
_____3. Creighton
_____4. Another Nebraska college or university _____(name)
_____5. Other (please specify) _____

6. During which time period was most of your coursework in speech and/or drama taken?

_____(1) before 1935 _____(2) 1936-1945 _____(3) 1946-1955
_____(4) 1956-1960 _____(5) 1961- 1965 _____(6) 1966-1970

7. How many speech institutes or in-service teacher training programs in speech and/or drama have you attended since the completion of your highest academic degree?

_____(1) none _____(2) 1-2 _____(3) 3-6 _____(4) 7-10 _____(5) more thar 10

8. What is the major teaching field in which you are certified by the State of Nebraska?

_____(1) Business
_____(2) Core
_____(3) English
_____(4) History
_____(5) Home economics
_____(6) Industrial arts
_____(7) Math
_____(8) Physical education
_____(9) Political science
_____(10) Science
_____(11) Social Studies
_____(12) Speech
_____(13) Other _____ (specify)
_____(14) None

9. In what minor field(s) are you certified by the State of Nebraska?

_____(1) Business
_____(2) Core
_____(3) English
_____(4) History
_____(5) Home Economics
_____(6) Industrial arts
_____(7) Math
_____(8) Physical education
_____(9) Political science
_____(10) Science
_____(11) Social studies
_____(12) Speech
_____(13) Other _____ (specify)
_____(14) None

10. In what speech-related extra-curricular activities did you participate in college?

_____(1) Broadcasting
_____(2) Debate
_____(3) Oral interpretation
_____(4) Speaking contests
_____(5) Theatre
_____(6) None
_____(7) Other_____ (specify)

11. What is your present age?

____(1) 20-25 ____(2) 26-35 ____(3) 36-42 ____(4) 43-48
____(5) 49-55 ____(6) over 55

12. Check the statement(s) which most accurately represent(s) your feelings or experiences:

___1. I am currently enrolled in a degree program which emphasizes speech.
___2. I would like to take further work in speech for degree credit.
___3. I would like to take further work in speech, but not necessarily for credit.
___4. I would like in-service training in speech teaching.
___5. I am familiar with the programs in speech available to teachers in nearby universities but do not wish to enroll.
___6. I am not familiar with the programs in speech in nearby universities and would like further information.
___7. I am not familiar with the programs in speech available to teachers in nearby universities and do not wish any further information.

13. I belong to the following speech related organizations:

___1. Speech Association of America
___2. Central States Speech Association
___3. Nebraska Speech Association
___4. National Forensic League
___5. American Educational Theatre Association
___6. American Speech and Hearing Association
___7. Other_____ (specify)

14. If one were organized, would you be interested in joining an Omaha Speech Association?

1. ___ Yes 2. ___ No 3. ___ Not sure

15. Which of the following courses are you currently teaching (during this academic year)?

___1. debate
___2. dramatics
___3. fundamentals of speech
___4. oral English
___5. other_____(please specify)

NOW PLEASE ANSWER ONLY THE FOLLOWING SECTIONS RELATED TO THE COURSES THAT YOU CHECKED IN NUMBER 15.

SECTION # I FUNDAMENTALS OF SPEECH

16. Please rank (1 being the most important) the following concepts and add any others according to the amount of emphasis you give them in your course:

Rank		Rank	
1.___	Audience adaptation	6.___	Delivery (voice and articulation)
2.___	Audience analysis	7.___	Listening skill training
3.___	Body movement	8.___	Organization
4.___	Communication theory	9.___	Other_____
5.___	Content of speeches		(please specify)

17. Which activities do you include in this course (please check)?

___1. conversational speaking
___2. dramatics
___3. group discussion
___4. manuscript speaking
___5. oral interpretation
___6. phonetic transcription
___7. public speaking
___8. other _____ (please specify)

18. This course is

___1. required of all students
___2. an elective
___3. required in the college preparation curriculum

19. This course meets for

___1. one term
___2. two terms
___3. other _____ (please specify)

20. This course meets

___1. once a week
___2. twice a week
___3. three times a week
___4. four times a week
___5. five times a week

21. What text(s) are you currently using?

_____

_____

_____

22. At what grade level is this course taught (check more than one, if appropriate)?

___1. 7th
___2. 8th
___3. 9th
___4. 10th
___5. 11th
___6. 12th

23. What is the approximate average enrollment sections per term for this course?

___1. 10-15
___2. 16-20
___3. 21-25
___4. 26-30
___5. 31-35
___6. over 35

SECTION # II ORAL ENGLISH

24. Approximately how much of the time in your course is devoted to speaking activities?

___1. None ___2. 1-10% ___3. 11-25% ___4. 26-50%

___5. 51-75% ___6. 76-100%

25. Please rank (1 being the most important) the following concepts and add any others according to the amount of emphasis you give them in your course:

Rank

___1. Audience adaptation
___2. Audience analysis
___3. Body movement
___4. Communication theory
___5. Content of speeches
___6. Delivery (voice and articulation)
___7. Listening skill training
___8. Organization
___9. Other_____ (please specify)

26. Which activities do you include in this course (please check)

___1. conversational speaking
___2. dramatics
___3. group discussion
___4. manuscript speaking
___5. oral interpretation
___6. phonetic transcription
___7. public speaking
___8. other _____ (please specify)

27. This course is

___1. required of all students
___2. an elective
___3. required in the college preparation curriculum

28. This course meets for

___1. one term
___2. two terms
___3. other _____ (please specify)

29. This course meets

___1. once a week
___2. twice a week
___3. three times a week
___4. four times a week
___5. five times a week
___6. other_____ (please specify)

30. What text(s) are you currently using?

_____

_____

_____

31. At what grade level is this course taught? (check more than one if appropriate)

___1. 7th
___2. 8th
___3. 9th
___4. 10th
___5. 11th
___6. 12th

32. What is the approximate average enrollment per term for this course? (for all sections)

___1. 10-15
___2. 16-20
___3. 21-25
___4. 26-30
___5. 31-35
___6. over 35

SECTION # III DEBATE

33. Please rank (1 being the highest or most important) the following concepts according to the amount of emphasis you give them in your course:

Rank

___1. Audience reaction debating
___2. Cross examination
___3. Discussion
___4. Practice for tournaments
___5. Principles of argumentation
___6. Principles of tournament debate (cases, speeches, etc.)
___7. Other _____ (please specify)

34. This course is

___1. required of all students
___2. an elective
___3. required in the college preparation curriculum

35. This course meets

___1. once a week
___2. twice a week
___3. three times a week
___4. four times a week
___5. five times a week

36. This course meets for

___1. one term
___2. two terms
___3. other_____ (please specify)

37. What text(s) are you currently using?

_____

_____

_____

38. At what grade level is this course taught? (check more than one, if appropriate)

___1. 7th
___2. 8th
___3. 9th
___4. 10th
___5. 11th
___6. 12th

39. What is the approximate average enrollment per term for this course? (for all sections)

___1. 10-15
___2. 16-20
___3. 21-25
___4. 26-30
___5. 31-35
___6. over 35

40. Do you coach a debate team for your school?

1._____Yes 2._____No

SECTION # IV DRAMA

41. Please rank (1 being the most important) the following concepts according to the amount of emphasis you give them in your course?

Rank

___1. Acting
___2. Costume design
___3. Directing
___4. Dramatic theory
___5. History of theatre
___6. Lighting
___7. Make-up
___8. Play production
___9. Play reading
___10. Scene design
___11. Set construction
___12. Other_____ (please specify)

42. This course is

___1. required of all students
___2. an elective
___3. other _____ (please specify)

43. This course meets for
___1. one term
___2. two terms
___3. other _____(please specify)

44. This course meets
___1. once a week
___2. twice a week
___3. three times a week
___4. four times a week
___5. five times a week
___6. other_____ (please specify)

45. What text(s) are you currently using?

_____

_____

_____

46. At what grade level is this course taught? (check more than one if appropriate).
___1. 7th
___2. 8th
___3. 9th
___4. 10th
___5. 11th
___6. 12th

47. What is the approximate average enrollment per term for this course? (for all sections)
___1. 10-15
___2. 16-20
___3. 21-25
___4. 26-30
___5. 31-35
___6. over 35

48. How many school productions each year do you personally direct?
___1. none
___2. one
___3. two
___4. three
___5. four
___6. more than four

49. This course is
___1. required of all students
___2. an elective
___3. required in the college preparation curriculum

50. This course meets for
___1. one term
___2. two terms
___3. other_____ (please specify)

51. This course meets
___1. once a week
___2. twice a week
___3. three times a week
___4. four times a week
___5. five times a week
___6. other _____(please specify)

52. What text(s) are you currently using?

_____

_____

_____

53. At what grade level is this course taught? (check more than one if appropriate)
___1. 7th
___2. 8th
___3. 9th
___4. 10th
___5. 11th
___6. 12th

54. What is the approximate average enrollment per term for this course? (for all sections)
___1. 10-15
___2. 16-20
___3. 21-25
___4. 26-30
___5. 31-35
___6. over 35

IMPROVEMENT SUGGESTIONS

55. Check the statement which best represents your feelings:

___1. Speech should be administered through the English Departments of high schools and junior high schools.
___2. Separate departments of speech should be established in high schools and junior high schools.
___3. Speech should not be given much emphasis in the secondary curriculum.

56. Check the statement which best represents your feelings:

___1. All junior high school students should be required to take speech.
___2. Speech should be required in junior high school and again in high school for all students.
___3. Speech should be required in high school for all students.
___4. Speech should be an elective in both the junior and senior high schools.
___5. Speech should be an elective only in the junior high.
___6. Speech should be an elective only in the senior high school.

57. During your career in the Omaha area, approximately how many student teachers have you supervised in the courses that you have described?

1.___0 2.___1-3 3.___4-7 4.___8-11 5.___12-15 6.___Over 15

58. What deficiencies, if any, have you seen in the student teachers you have supervised in speech?

59. What problems, if any, have you encountered in teaching speech and/or drama in your school?

60. What changes, if any, should be made to improve speech education in Omaha and surrounding areas?

APPENDIX C

NEBRASKA SPEECH ASSOCIATION

AN ORGANIZATION PROMOTING HIGH STANDARDS
OF SPEECH EDUCATION IN NEBRASKA

September 30, 1970

Dear Teacher of Speech, Drama or Oral English:

In order to recommend to the State Education Department needed changes in speech-education, the Nebraska Speech Association is conducting a state-wide study to determine the status of speech-education in the state of Nebraska.

I know that your time is very valuable, but we very much need your responses to the enclosed questionnaire not later than October 10. Won't you please fill it out and return it in the enclosed self-addressed envelope?

All information will be kept confidential and reports will be made statistically. Responses are coded so that your name is not on the questionnaire if you do not wish it to be. Reports on the state-wide study will be made at the fall meeting of the Nebraska Speech Association at Creighton University in Omaha on Friday, October 30.

Incidentally, we do hope that you will attend this important meeting of the association. We need your help, suggestions and information on important changes in the area of speech-education which are destined to take place in the near future. You should be receiving registration information soon. If your name is inadvertantly omitted from the mailing list, you may write to Dr. Jack Thurber, Dept. of Speech, University of Nebraska at Lincoln.

IMPORTANT PLEASE NOTE:

THERE IS MORE THAN ONE QUESTIONNAIRE IN THIS ENVELOPE. IF ANYONE IN YOUR SCHOOL BESIDES YOURSELF TEACHES IN THE AREA OF ORAL ENGLISH, SPEECH OR DRAMA, WOULD YOU PLEASE GIVE HIM A QUESTIONNAIRE AND RETURN ALL OF THEM IN THE ENCLOSED ENVELOPE.

Thank you for your cooperation.

Sincerely yours,

Barbara L. Brilhart

Barbara L. Brilhart
Committee for Study of Speech-Education

APPENDIX J

Name_____(optional) School_____(optional) Code_

1. How many course credits in speech and drama have you had?
   A. Undergraduate: ___(1) 0-6 ___(2) 7-12 ___(3) 13-18 ___(4) 19-24 ___(5) 25-30 ___(6) 30-35 ___(7) over 35
   B. Graduate: ___(1) 0-6 ___(2) 7-12 ___(3) 13-18 ___(4) 19-24 ___(5) 25-30 ___(6) 30-35 ___(7) over 35

2. In which of the following areas have you taken courses? Check whether graduate or undergraduate.

	Undergraduate (1)	Graduate (2)
A. Theatre		
B. Fundamentals and Public Speaking		
C. Debate		
D. Speech Education		
E. Oral Interpretation		
F. Other_____(specify)		

3. What is the highest degree you have completed? ___(1) Bachelor's ___(2) Master's
   Are you working on a Master's Degree? ___(1) Yes ___(2) No

4. During which time period was most of your course work in speech and/or drama taken?
   ___(1) Before 1935 ___(2) 1935-1945 ___(3) 1945-1955 ___(4) 1955-1965 ___(5) 1965-1970.

5. What is the major teaching field in which you are certified by the State of Nebraska?
   ___(1) Business ___(6) Industrial Arts ___(11) Social Studies
   ___(2) Core ___(7) Math ___(12) Speech
   ___(3) English ___(8) Physical Education ___(13) Other _____(specify)
   ___(4) History ___(9) Political Science ___(14) None
   ___(5) Home Economics ___(10) Science
   In what other fields, if any, are you certified by the State of Nebraska?

6. In what speech related extra-curricular activities did you participate in college?
   ___(1) Broadcasting ___(4) Speaking Contest ___(7) Other_____(specify)
   ___(2) Debate ___(5) Theatre
   ___(3) Oral Interpretation ___(6) None

7. To which of the following speech organizations do you belong?
   ___ 1. Speech Communication Association (formerly AA)
   ___ 2. Central States Speech Association
   ___ 3. Nebraska Speech Association
   ___ 4. American Education Theatre Association
   ___ 5. Other _____(specify)

8. Which of the following courses are you currently teaching (during this academic year)?
   ___ 1. Debate
   ___ 2. Dramatics
   ___ 3. Fundamentals of Speech
   ___ 4. Oral English
   ___ 5. Other _____(please specify)

9. Which of the above, if any, are required of all students?

10. What suggestions, if any, do you have for the improvement of speech education in your district and in the State of Nebraska? (May be continued on the back of this sheet.)

Omaha Public Schools

ADMINISTRATIVE OFFICES
3902 Davenport Street
OMAHA, NEBRASKA 68131

May 22, 1970

Dr. Barbara Brilhart
Assistant Professor of Education
University of Nebraska at Omaha
P. O. Box 688
Omaha, Nebraska 68101

Dear Dr. Brilhart:

I have reviewed the questionnaire that you presented to me concerning the status of speech education in the secondary schools in the State of Nebraska. I cannot recommend the participation of our district in the study during this part of the school year but would certainly agree to a reconsideration in the fall.

Certainly the Omaha Public Schools are interested in any type of survey that will furnish recommendations for the improvement of any curriculum area. I do think that there is a danger in separating and labeling as "inadequate" any one specific curriculum subject matter field. I know of no school district that is doing all they would like to do in any curriculum area but each must be treated in context to include the whole development of the child with the resource limitations imposed.

Sincerely,

Clifford H. Dale
Assistant Superintendent
General Administration

CHD:agl

APPENDIX F

SCHOOLS TO WHICH QUESTIONNAIRES WERE SENT AND FROM WHICH RESPONSES WERE RECEIVED IN OMAHA SURVEY

Omaha Public Schools				Omaha Parochial Schools				Bellevue Public Schools			
School	Sent	Received	Used	School	Sent	Received	Used	School	Sent	Received	Used
Bensen High	19	3	2	Cathedral High	1	0	0	Bellevue High	17	4	2
Burke High	14	2	1								
Central High	19	6	6	Creighton Prep	1	0	0	Logan Jr. High	5	3	2
North High	18	6	3								
South High	19	4	2	Dominican High	1	0	0	Mission Jr. High	9	1	1
Bryan Jr.-Sr. High	11	4	4								
Bancroft Jr. High	1	0*	0	Duchesne Academy	1	0	0	District 66-Omaha			
Beveridge Jr. High	4	3	2	Gross High	1	0	0	Arbor Hts. Jr. H.S.	1	0	0
Technical High	14	1	1	Holy Name High	1	1	1	Westside	2***	2	2
Hale Jr. High	4	2	2								
Indian Hills Jr. High	2	1	1	Marion High	1	0	0	Millard Schools			
Lewis & Clark Jr. High	4	2	2	Mercy High	1	0	0	Senior High	2	0	0
Mann Jr. High	2	1	1	Notre Dame Academy	1	1	1				
Marrs Jr. High	1	0	0		2***	2	2	Junior High	2	1	1
McMillan Jr. High	2	1	0	Rummel High	1	1	1	Others			
Monroe Jr. High	3	0	0	Ryan High	1	1	1	Papillion High	2	0	0
Morton Jr. High	3	1	1	St. Joseph Academy	1	0	0				
Norris Jr. High	4	1	1					Ralston High	2	2	2
Technical Jr. High	0	0	0	Paul VI High	1	1	1				
								Elkhorn High	2	0	0
								Other High Schools**		1	1

*No speech specifically taught.

**Code number removed and school could not be identified.

***Responses were on short outstate questionnaire rather than one for longer Omaha survey.

SCHOOLS IN OUT-STATE NEBRASKA RESPONDING
TO QUESTIONNAIRE (188)

Ainsworth Sr. H.S., Ainsworth
Alliance H.S., Alliance
Alma H.S., Alma
Anselmo-Merna H.S., Merna
Arnold H.S., Arnold
Arthur County H.S., Arthur
Ashland H.S., Ashland
Aurora H.S., Aurora
Bayard H.S., Bayard
Beatrice H.S., Beatrice
Beaver City H.S., Beaver City
Beemer H.S., Beemer
Benedict P.S., Benedict
Big Springs H.S., Big Springs
Blair H.S., Blair
Blue Hill H.S., Blue Hill
Bradshaw H.S., Bradshaw
Brady H.S., Brady
Broken Bow H.S., Broken Bow
Bushnell H.S., Bushnell
Butte H.S., Butte
Byron H.S., Byron
Catholic High, Kearney
Central Catholic High,
Grand Island (2)
Central P.S., Raymond
Centura P.S., Cairo
Callaway H.S., Callaway
Cambridge H.S., Cambridge (2)
Cedar Bluffs H.S., Cedar Bluffs
Cedar Rapids H.S., Cedar Rapids
Chappell H.S., Chappell
Cozad H.S., Cozad
Crete H.S., Crete
Dalton H.S., Dalton
David City H.S., David City (2)
Doniphan H.S., Doniphan
Dorchester H.S., Dorchester
Douglas H.S., Douglas
Elba H.S., Elba
Elkhorn Valley H.S., Tilden
Elmwood H.S., Elmwood
Emerson-Hubbard H.S., Emerson (2)
Eustis H.S., Eustis
Ewing H.S., Ewing
Farnam H.S., Farnam
Franklin P.S., Franklin
Geneva North High, Geneva
Gering H.S., Gering
Gordon H.S., Gordon
Gothenburg P.S., Gothenburg
Grant P.S., Grant
Greeley H.S., Greeley
Gretna H.S., Gretna
Halsey
Harrisburg H.S., Harrisburg
Harrison
Hartington H.S., Hartington
Harvard H.S., Harvard
Hastings Sr. High, Hastings (2)
Hayes County H.S., Hayes Center
Hemingford H.S., Hemingford
Henderson H.S., Henderson (2)
Hildreth H.S., Hildreth
Holdrege H.S., Holdrege
Howells Jr.-Sr. High, Howells
Holy Family High, Lindsay
Johnson-Brock H.S., Johnson
Keya Paha County H.S., Springview
Lakeview Rural H.S., Columbus
Leigh H.S., Leigh
Lewiston H.S., Lewiston
Lexington H.S., Lexington (2)
Lincoln East High, Lincoln (2)
Lincoln High, Lincoln
Lincoln Northeast High, Lincoln
Lincoln Southeast High (2)
Logan View Jr.-Sr. High, Hooper
Loup City H.S., Loup City (2)
Lyons H.S., Lyons
McCook Jr. High, McCook
McCook Sr. High, McCook
McCool Junction H.S., McCool Junction
Mead H.S., Mead
Meridian H.S., Tobias
Minatare H.S., Minatare
Minden H.S., Minden
Naper H.S., Naper
Nebraska School for Visually
Handicapped, Nebraska City
Neligh H.S., Neligh
Norfolk Sr. High, Norfolk (3)
North Bend Rural H.S., North Bend
North Platte Sr. High, North Platte
Oakland-Craig Sr. High, Oakland
Odell H.S., Odell

Ogallala H.S., Ogallala
Ohiowa H.S., Ohiowa
Orchard H.S., Orchard
Oxford H.S., Oxford (2)
Palmyra H.S., Palmyra
Pawnee City H.S., Pawnee City
Paxton H.S., Paxton
Petersburg H.S., Petersburg
Pierce H.S., Pierce (2)
Platteview
Ponca H.S., Ponca
Pope John XXIII H.S., Elgin (2)
Potter H.S., Potter
Red Cloud H.S., Red Cloud (2)
Republican City H.S., Republican City
Rosalie H.S., Rosalie
St. Frances Central, Humphrey
St. Marys H.S., O'Neill
St. Patricks Jr.-Sr. High, North Platte
St. Patricks, Sidney
St. Pius X H.S., Omaha
Sandy Creek H.S., Fairfield
Sargent H.S., Sargent
Scotus Central Catholic High, Columbus
Shelton H.S., Shelton
Scottsbluff Sr. High, Scottsbluff
Scribner P.S., Scribner
Seward H.S., Seward
Silver Creek H.S., Silver Creek
Snyder H.S., Snyder
Southern School District 1, Wymore
South Sioux City H.S., South Sioux City
Stanton H.S., Stanton
Stratton H.S., Stratton
Summer H.S., Summer
Sunflower H.S., Mitchell
Superior H.S., Superior
Sutherland H.S., Sutherland
Syracuse H.S., Syracuse
Tecumseh H.S., Tecumseh
Tekamah-Herman H.S., Tekamah
Thedford Rural H.S., Thedford
Tri-County Jr.-Sr. H.S., DeWitt
Venango P.S., Venango
Verdigre H.S., Verdigre
Wahoo H.S., Wahoo
Wakefield H.S., Wakefield
Waterloo H.S., Waterloo
Wauneta H.S., Wauneta
Wausa H.S., Wausa
West Point, H.S., West Point
Wilber H.S., Wilber
Wilsonville H.S., Wilsonville (2)
Winnebago H.S., Winnebago
Wisner-Pilger H.S., Wisner (2)
Wolbach H.S., Wolbach
Wood River Rural High, Wood River
York Jr.-Sr. High, York
Yutan H.S., Yutan

Unidentified (18)